

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

Department of Sports and Health Sciences  
SPHE318  
Coaching Theory and Methodology  
3 Credit Hours  
8 weeks  
Prerequisite(s): None

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### Instructor Information

***(Biography)***

***Instructor:***

***Email:***

***Phone:***

***Office Hours:***

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### Course Description (Catalog)

This course will introduce Coaching Theory and Methodology. Many theories have been developed and applied to sports teams. Theories lead to the development of methodologies and the development of a team. Proper theories can develop excellent principles for coaches to follow and pass on to teams. We all know that eventually a career in competitive, organized sport must come to an end. What has sport done for the player and coach? Why is theory and methodology in sport so important? How does leadership and strategy play a role? Course objectives will be reached by means of selected case studies and focused assignments, reinforced by study of coaching theories and practices.

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### Course Scope

This course is designed for coaches at all levels. For coaches just beginning in the profession or looking to begin in the future, this course will discuss a number of basic areas that are key to being successful such as coaching philosophy, sport physiology, planning, and sport first aid. For those individuals that have been in coaching for some time, this course will give you a chance to re-evaluate your philosophy, technique, style, and communication ability. In summary, the approach in this course is toward teaching the student the theory, principles, concepts, and practices that can be applied in the dynamic, ever changing, challenging, and rewarding field of coaching.

**This course is now part of the Bronze Level coaching certification program through American Sport Education Program (ASEP). Students will be taking the ASEP Coaching Principles course online in conjunction with fulfilling APUS classroom requirements. All of this will take place through the use of SPHE318 Coaching Theory and Methodology.**

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### Course Objectives

At the completion of this course, the student will have satisfied the following **learning objectives** (L.O.):

1. Develop a written “coaching philosophy” and translate how you plan to implement the philosophy as a coach.
2. Analyze the Basics of the communication process used in coaching
3. Define and explain the use of motivation and reinforcement to athletes.
4. Demonstrate how to implement leadership concepts used in coaching
5. Recognize and interpret the three stages of learning technical skills and describe your coaching role when players are in each of these steps.
6. Create instructional plans for the season and daily practice.
7. Identify various training methods and develop a physical conditioning program for athletes
8. Examine the role of nutritional supplements in the athlete’s diet and explain how to keep athletes hydrated and free of heat illness.

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9. Identify and apply strategies to work more effectively with your fellow coaches, administrators, medical personnel, officials, the parents of your players and the media.

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### Course Delivery Method

This **SPHE318 Coaching Theory and Methodology** course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by Sunday evening** of the week as noted and include the Forum questions (accomplished in groups through a threaded discussions called Forums), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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### Course Materials

#### Required Course Textbook:

Book Number	Authors	Book Title	Publication Info	ISBN
SPHE318-0	Martens, Rainer	Successful Coaching	Champaign, IL: Human Kinetics	9781450400510

#### Textbook in APA format:

Martens, R. (2012). *Successful coaching*. (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

*Note:* This text is delivered shrink-wrapped with CD Rom and registration information about the ASEP Coaching Principles online course.

#### Required Readings:

See Course Outline

#### Additional Resources:

In the Course Materials folder there are additional course articles, and up to date APA handouts.

#### Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

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Site Name	Website URL/Address
The OWL at Purdue	<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>
APA Style Homepage	<a href="http://www.apastyle.org/index.aspx">http://www.apastyle.org/index.aspx</a>
Positive Coaching Alliance	<a href="http://www.positivecoach.org/">http://www.positivecoach.org/</a>

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Evaluation Procedures	
Graded Assignment	Points of Final Grade
<b>Week 1 - Introductory Forum &amp; Coaching Philosophy</b>	<b>15</b>
- Assignment: Refining your Coaching Philosophy	<b>20</b>
<b>Week 2 – Forum: Team Culture &amp; Diversity</b>	<b>15</b>
- Assignment: Team Culture & Diversity	<b>20</b>
<b>Week 3 - Forum: Positive Discipline</b>	<b>15</b>
<b>Week 4 – Forum: Competitive Games Way Approach</b>	<b>15</b>
- Assignment: Performance Evaluations	<b>20</b>
<b>Week 5 – Forum: Team Training</b>	<b>15</b>
<b>Week 6 – Forum: Lifestyle Role Model</b>	<b>15</b>
- Assignment: Role Model	<b>20</b>
<b>Week 7 – Forum: Relationships and Conflicts</b>	<b>15</b>
- Assignment: Final Paper	<b>100</b>
<b>Week 8 – Forum: Coaching Priorities for a Lasting Impact</b>	<b>15</b>
- Final Exam (must earn 80% or above for certification eligibility)	<b>0</b>
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<b>Total</b>	<b>300</b>

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8 – Week Course Outline				
Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Coaching Philosophy	<u>1</u>	Chapter 1, Martens Chapter 2, Martens	1) Forum: Introduction &

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			Chapter 3, Martens ASEP Units 1-3	Coaching Passion  2) Assignment: Refining your Coaching Philosophy
2	Principles of Coaching	<u>3,4</u>	Chapter 4, Martens Chapter 5, Martens  ASEP Units 4-5	1) Forum: Team Culture and Diversity 2) Assignment: Team Culture and Diversity
3	Principles of Communications	<u>2,3</u>	Chapter 6, Martens Chapter 7, Martens Chapter 8, Martens  ASEP Units 6-8	1) Forum: Positive Discipline
4	Principles of Teaching	<u>5,6</u>	Chapter 9, Martens Chapter 10, Martens Chapter 11, Martens Chapter 12, Martens  ASEP Units 9-12	1) Forum: Competitive Games Way Approach 2) Assignment: Performance Evaluations
5	Principles of Physical Training	<u>7,8</u>	Chapter 13, Martens Chapter 14, Martens Chapter 15, Martens  ASEP Units 13-15	1) Forum: Team Training
6	Principles of Physical Training	<u>7,8</u>	Chapter 16, Martens Chapter 17, Martens  ASEP Units 1-3	1) Forum: Lifestyle Role Model 2) Assignment: Role Model
7	Principles of Management	<u>9</u>	Chapter 18, Martens Chapter 19, Martens Chapter 20, Martens  ASEP Units 18-20	1) Forum: Relationships and Conflicts 2) Assignment: Final Paper
8	Principles of	<u>9</u>		1) Forum: Coaching

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	<b>Management</b>		No Readings	Priorities for Lasting Impact 2) Final Exam (ungraded for APUS)  Must earn an 80% or above to be eligible for part of the Bronze Level Certification
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Please see the [Student Handbook](#) to reference the University's grading scale

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Attention Please: Students will follow the [APA Style Manual, 6<sup>th</sup> Edition](#) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the [APA Style Manual, 6<sup>th</sup> Edition](#).

## LATE ASSIGNMENTS

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Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

## DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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## Academic Services

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](http://Turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in

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thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

- **Tutor.com:** Students have access to 10 free hours of tutoring service per year. **Tutor.com** is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help. Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources—worksheets, practice problems, videos in every subject, as well as financial literacy tips. They are available 24/7 so you can access them whenever you need extra help. **Tutor.com** can be accessed through the Online Library Tutorial Center link.

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**Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)